Sample LCAP Goals, Outcomes, Actions, and Metrics for Arts Education

Using this Document

District leaders and community partners are invited to use this document as a starting point for developing arts education strategies that address local goals and state Local Control and Accountability priorities. This document is a practical example of *how* arts education strategies may be written into an LCAP.

It is not an exhaustive list of all arts-related programs and services that districts can employ to meet LCFF priorities. Instead, it provides practical language aligned with the LCAP template that may be used as a jumping-off point as LEAs consider the role of the arts in addressing local needs.

Document Overview	
GOALS	Goals are defined as the "big picture" issues or priorities that LEAs would like to address.
STATE PRIORITIES	Identification of the specific LCFF priorities addressed by each goal.
OUTCOMES	Outcomes are defined as "what success would look like" if the goals were met.
ACTIONS/SERVICES	Actions and services are defined as the specific programs and services that could be implemented to achieve goals.
METRICS	Metrics are defined as the measures by which to quantify and evaluate the success of the actions and/or services.

The goals, actions/services, and metrics identified in this document are intended to serve as examples. Districts are encouraged to adapt these ideas to address other local goals not identified in this document. In keeping with LCFF guidelines, it is highly recommended that this tool be used in conjunction with existing arts education strategic plans and other school site plans.

Questions

For additional guidance on how to use this document or information on strategies for arts education and integration, please contact:
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Document adapted from "Arts Education LCAP Template," (2014) developed by Arts for LA, the California Alliance for Arts Education (CAAE), and Los Angeles County *Arts for All*.

GOAL: Guarantee Equitable Access to Daily High-Quality Arts Education for All Students

STATE PRIORITIES	OUTCOMES	ARTS EDUCATION ACTIONS & SERVICES	METRICS
1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Pupil Outcomes	Daily high-quality instruction for **all students** (including at-risk and unduplicated) in all four art disciplines: dance, music, theatre, and visual arts *(Pursuant to CA Ed. Code sections 51210 and 51220)*	Increase the number of full-time arts instructors for all grade levels PK-12	Ratio of students to arts instructors by grade levels
		Expand course offerings within the school day to ensure access to high-quality arts instruction in dance, music, theatre, visual arts, and media arts, for all students, in all grade levels	Identified courses and established number of hours for all students (including at-risk and unduplicated) to participate in arts education courses
		Prioritize arts classes as an intervention and therapy strategy for at-risk and high need students	
		Work with TCOE VAPA to increase classroom and after-school arts programming through partnerships with parents, community members, and local arts organizations	
	Consistent arts integration practice across disciplines	Work with TCOE VAPA to provide year-round professional learning opportunities for non-arts teachers to learn arts integration strategies to use across curriculum and instruction	Number of hours teachers reported using arts integration strategies
			Number of units per grade level that include the arts

California Education Code References
- 51210a – Course of Study, Grades 1-6, (5): *Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.*
- 51220 – Course of Study, Grades 7-12, (g): *Visual and performing arts, including, dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.*

GOAL: Reduce the Achievement Gap for English Language Learners and Unduplicated Pupils			
STATE PRIORITIES	**OUTCOMES**	**ARTS EDUCATION ACTIONS & SERVICES**	**METRICS**
1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Pupil Outcomes	Established early intervention practices for English language learners (EL)	Ensure that all EL students have access to intervention programs, including visual and performing arts courses, that can help develop their language skills through mediums such as: dance, music, theatre, visual arts, and digital media	Number of hours per week in arts instruction for EL students
	Improved rates of EL reclassification		Number of EL reclassifications
	Cross-curricular integration of ELD and VAPA standards and strategies to effectively reach all learners	Work with TCOE VAPA to provide ELD/ELA and arts-integration professional learning for teachers	Percentage of teachers attending professional learning
		Ensure use of technology is included in arts instruction	Number of art lessons that incorporate the use technology
	Improved graduation rates for high need student groups	Provide in-school and after-school arts engagement opportunities for high need students	Graduation rates for high need student groups
	Improved pupil achievement scores on learning assessments among all student groups	Provide access to courses of study in arts disciplines for high needs student groups	Pupil achievement scores

GOAL: Foster Globally-Minded, College and Career Ready, Lifelong Learners

STATE PRIORITIES	OUTCOMES	ARTS EDUCATION ACTIONS & SERVICES	METRICS
1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Pupil Outcomes	Students have classroom experience that provides a bridge to workforce readiness and a link to 21st century skills	Work with TCOE to implement programs such as: project-based learning (pblCORE) and linked learning academies and internships in Arts, Media, and Entertainment (AME)	Number of students participating in project-based or linked learning
	Students are able to explore potential college majors and career opportunities in the visual and performing arts	Work with TCOE VAPA to establish high school internship programs with local creative businesses and organizations	Number of students completing high school internships
		Enable PK-12 students to learn from working artists and professionals in the AME sectors through assemblies, field trips, networking, digital interviews, and experiential events	Number of district-wide creative sector partnerships per year
		Provide students with the opportunity to visit colleges and trade schools with a focus on arts-related degrees and career preparation	Number of students participating in special and experiential events
	All high school students have access to coursework for completion of the college prep A-G requirements	Clear pipeline and pathway for college-bound students to complete the "G" college prep requirement of A- G through access to visual and performing arts courses, in addition to the "F" VAPA requirement as compliant with CA Ed Code 51220 (g).	Number of high school students meeting all A-G requirements and specifically the number using the "G" requirement to pursue college prep VAPA/AME coursework
	Students have an understanding and respect for social and cultural diversity	Work with TCOE VAPA to develop and strengthen partnerships with culturally diverse arts organizations to deliver on-campus and off-campus arts and culture experiences for students through guest speakers and field trips	Number of arts-related diversity events (on or off-campus) per year and percentage of student participation

GOAL: Ensure an Engaging, Safe, and Thriving Environment for All Students, Parents, and Community Members

STATE PRIORITIES	OUTCOMES	ARTS EDUCATION ACTIONS & SERVICES	METRICS
1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Pupil Outcomes	Students are engaged in their learning and feel a sense of pride for their school and their efforts in the classroom	Facilitate performances, exhibitions, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community Improve access to virtual showcase opportunities through district or school site websites	Percentage of student participation in arts showcase events
			Increased attendance and decreased suspension, expulsion and dropout rates
	Parents understand and utilize avenues to increase their involvement in their student's learning		Parent attendance at student art showcases
	Development of districtwide arts education plans to further impact student and community engagement with, and participation in, the arts	Work with TCOE VAPA to convene an arts education advisory committee to develop a district arts education plan and supplemental programs	Number of parents engaged in arts committee and completed arts education plan

GOAL: Qualified Arts Teachers, and Sufficient, Well-Maintained VAPA Instructional Materials in Every Classroom

STATE PRIORITIES	OUTCOMES	ARTS EDUCATION ACTIONS & SERVICES	METRICS
1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Pupil Outcomes	Highly qualified arts educators or teaching artists in every classroom	Hire credentialed full-time arts instructors in each arts discipline	Number of arts staff is adequate to provide arts course offerings for all students
		Partner with TCOE VAPA and local arts organizations to contract teaching artists and guest speakers	Secured partnership contracts with community arts providers
	Ongoing professional learning for arts specialists and generalist classroom teachers	Work with TCOE VAPA to provide year-round professional learning opportunities, enabling teachers to grow in their personal and professional practice	Attendance numbers from professional learning sessions
	Students have appropriate supplies and facilities for arts education courses	Purchase, repair, and maintain instructional supplies such as: band instruments, theatrical lighting, kilns, and art reproductions or prints	Reporting by teachers that supplies and facilities match course objectives

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